



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 11481385
SAU: Sanford School Department
School: Carl J Lamb School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

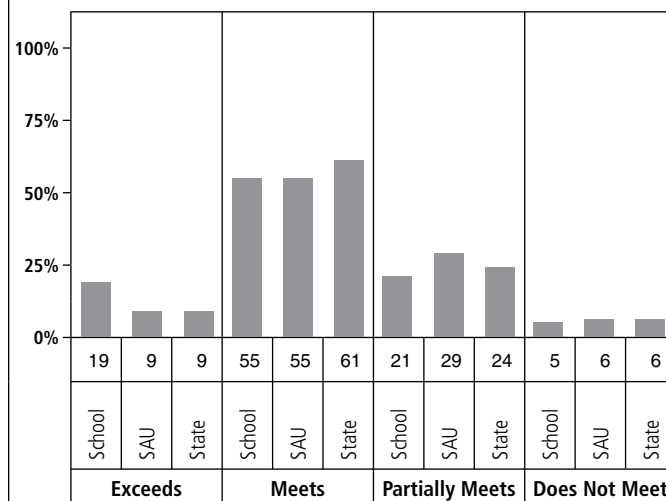
SAU: Sanford School Department

School: Carl J Lamb School

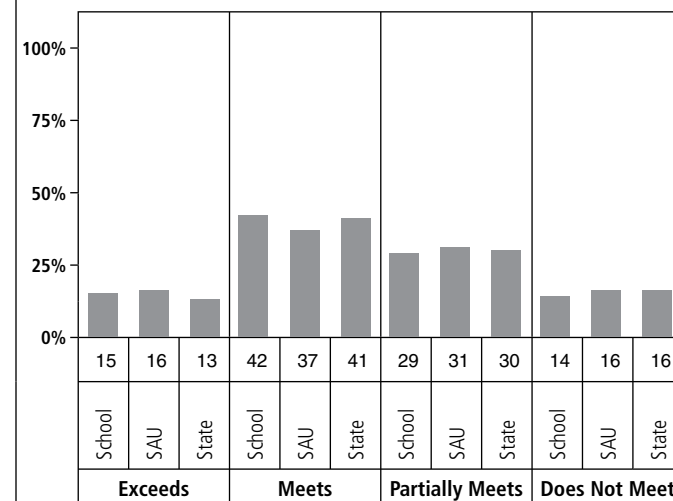
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	645	645	646
2007–2008	650	649	648
2008–2009	649	646	647
Cum. Avg.*	648	647	647
Mathematics			
2006–2007	645	646	643
2007–2008	649	648	642
2008–2009	645	644	643
Cum. Avg.*	646	646	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Sanford School Department
School: Carl J Lamb School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	64	100	208	100	14251	100	63	98	207	100	14150	99	64	100	208	100	14156	100						
Ethnicity African American/Black	0	0	2	1	421	3	0	0	2	100	412	98	0	0	2	100	415	99						
American Indian or Native Alaskan	1	2	2	1	128	1	1	100	2	100	127	99	1	100	2	100	128	100						
Asian or Pacific Islander	4	6	5	2	212	1	3	75	4	80	210	99	4	100	5	100	212	100						
Hispanic	1	2	3	1	181	1	1	100	3	100	177	98	1	100	3	100	178	99						
Caucasian/White	58	91	196	94	13309	93	58	100	196	100	13224	100	58	100	196	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	21	33	51	25	2468	17	21	100	51	100	2423	99	21	100	51	100	2426	99						
Current LEP	5	8	6	3	341	2	4	80	5	83	330	97	5	100	6	100	338	99						
Economically disadvantaged	31	48	120	58	5780	41	30	97	119	99	5724	99	31	100	120	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	39	61	156	75	11369	80	39	61	155	75	11373	80						
Identified disability (PET/IEP)	1	3	5	3	355	3	1	3	4	3	371	3						
LEP	2	5	3	2	167	1	2	5	3	2	170	1						
504 plan	1	3	2	1	172	2	1	3	2	1	175	2						
Participation with accommodations	19	30	46	22	2594	18	20	31	48	23	2605	18						
Identified disability (PET/IEP)	15	79	41	89	1881	73	15	75	42	88	1877	72						
LEP	2	11	2	4	155	6	3	15	3	6	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	2	11	3	7	519	20	2	10	3	6	532	20						
Participation through alternate assessment (PAAP)	5	8	5	2	187	1	5	8	5	2	178	1						
Identified disability (PET/IEP)	5	100	5	100	187	100	5	100	5	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	1	2	1	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Sanford School Department
School: Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	0	0	7	3	1132	8
	2007-2008	15	20	30	13	1817	13
	2008-2009	11	19	19	9	1309	9
	Cum. Total*	26	13	56	8	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	45	67	144	61	8127	57
	2007-2008	45	61	144	63	8072	57
	2008-2009	32	55	112	55	8564	61
	Cum. Total*	122	61	400	60	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	15	22	57	24	3549	25
	2007-2008	9	12	46	20	3194	23
	2008-2009	12	21	59	29	3291	24
	Cum. Total*	36	18	162	24	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	7	10	27	11	1478	10
	2007-2008	5	7	10	4	981	7
	2008-2009	3	5	12	6	799	6
	Cum. Total*	15	8	49	7	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.0	62.5	33.2	59.3	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.4	62.0	11.9	59.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.6	62.8	21.3	59.2	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 6

SAU: Sanford School Department

School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	11	19	32	55	12	21	3	5	649	202	9	55	29	6	646	13963	9	61	24	6	647
Ethnicity																						
African American/Black	0										2						403	5	46	34	15	641
American Indian or Native Alaskan	1										2						125	4	49	38	10	642
Asian or Pacific Islander	3										4						206	18	56	20	6	649
Hispanic	1										3						174	5	55	33	7	644
Caucasian/White	53	11	21	28	53	11	21	3	6	649	191	10	54	30	6	646	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	6	38	8	50	2	13	639	46	0	22	61	17	637	2236	1	30	48	22	637
No	42	11	26	26	62	4	10	1	2	653	156	12	65	20	3	649	11727	11	67	19	3	649
Current LEP																						
Yes	4										5	0	100	0	0	651	322	2	39	37	21	638
No	54	11	20	28	52	12	22	3	6	649	197	10	54	30	6	646	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	25	1	4	15	60	6	24	3	12	643	114	3	52	37	9	643	5617	4	54	33	9	643
No	33	10	30	17	52	6	18	0	0	653	88	18	60	19	2	651	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	58	11	19	32	55	12	21	3	5	649	202	9	55	29	6	646	13959	9	61	24	6	647
Gender																						
Female	22	7	32	10	45	4	18	1	5	652	100	14	56	25	5	648	6743	13	63	20	4	649
Male	36	4	11	22	61	8	22	2	6	647	102	5	55	33	7	645	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										21	0	33	43	24	638	1408	4	41	43	12	641
No	55	11	20	32	58	11	20	1	2	650	181	10	58	28	4	647	12555	10	64	21	5	648
Gifted/talented program																						
Yes	3										8	50	50	0	0	660	636	39	59	2	0	659
No	55	9	16	31	56	12	22	3	5	648	194	8	56	30	6	646	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Sanford School Department

School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	17	3	30	3	30	4	40	0	0	650	5	30	30	40	0	650	6	5	47	32	16	642
B. less than one hour	67	7	18	21	54	8	21	3	8	648	62	9	55	29	7	646	59	9	62	24	5	647
C. one to two hours	16	1	11	8	89	0	0	0	0	652	32	8	63	25	5	647	32	11	64	21	4	648
D. more than two hours	0										1	0	0	100	0	638	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	21	4	33	7	58	1	8	0	0	655	21	16	70	14	0	652	31	17	66	14	3	651
B. good	59	7	21	19	56	8	24	0	0	650	56	11	54	31	4	647	48	8	64	23	5	647
C. fair	19	0	0	6	55	3	27	2	18	641	20	0	48	38	15	641	18	2	48	40	10	641
D. poor	2	0	0	0	0	0	0	1	100	628	2	0	20	60	20	636	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	5	28	10	56	3	17	0	0	652	36	14	61	21	4	649	38	13	65	18	3	650
B. They match some of what I have learned.	55	6	19	19	59	5	16	2	6	650	50	9	54	29	8	646	49	8	63	24	5	647
C. They match just a little of what I have learned.	7	0	0	2	50	1	25	1	25	640	9	0	53	42	5	642	10	5	48	36	11	642
D. There is no match.	7	0	0	1	25	3	75	0	0	640	4	0	33	67	0	642	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	2	20	4	40	2	20	2	20	647	21	5	44	44	7	644	16	7	52	30	11	644
B. about the same as my regular schoolwork	61	7	20	20	57	7	20	1	3	650	66	9	59	25	7	647	66	10	64	22	4	648
C. easier than my regular schoolwork	21	1	8	8	67	3	25	0	0	647	13	15	58	27	0	649	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	1	25	2	50	0	0	1	25	648	11	5	36	41	18	641	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	60	3	9	20	57	10	29	2	6	645	59	5	53	36	7	644	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	33	7	37	10	53	2	11	0	0	655	30	20	68	12	0	654	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	5	21	10	42	7	29	2	8	646	50	8	52	32	8	645	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	59	6	18	22	65	5	15	1	3	651	49	11	59	26	4	648	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0	0	100	0	0	644	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	21	4	33	5	42	2	17	1	8	653	17	17	63	14	6	651	23	15	65	16	4	650
B. 20 minutes to an hour	53	7	23	18	58	6	19	0	0	651	55	12	60	27	2	648	49	10	64	22	4	648
C. less than 20 minutes	19	0	0	7	64	2	18	2	18	642	13	0	50	42	8	641	11	6	58	29	7	645
D. I rarely read at home.	7	0	0	2	50	2	50	0	0	643	14	0	34	45	21	639	17	2	51	36	11	642
Optional school/SAU question																						
A.	100	0	0	1	50	1	50	0	0	649	29	0	50	50	0	649						
B.	0										14	0	0	100	0	630						
C.	0										14	0	0	100	0	636						
D.	0										43	0	33	67	0	638						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Sanford School Department
School: Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	12	18	48	20	2092	15
	2007-2008	16	22	40	17	1474	10
	2008-2009	9	15	33	16	1807	13
	Cum. Total*	37	19	121	18	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	31	46	101	43	5731	40
	2007-2008	40	54	123	53	6008	43
	2008-2009	25	42	76	37	5662	41
	Cum. Total*	96	48	300	45	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	15	22	51	22	4175	29
	2007-2008	10	14	47	20	4244	30
	2008-2009	17	29	62	31	4219	30
	Cum. Total*	42	21	160	24	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	9	13	35	15	2308	16
	2007-2008	8	11	20	9	2346	17
	2008-2009	8	14	32	16	2290	16
	Cum. Total*	25	13	87	13	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	32.0	57.1	31.0	55.4	30.6	54.6
A. Number	18	32	10.3	57.2	10.1	56.1	10.3	57.2
B. Data	12	21	6.8	56.7	6.8	56.7	6.6	55.0
C. Geometry	14	25	8.1	57.9	7.7	55.0	7.3	52.1
D. Algebra	12	21	6.8	56.7	6.4	53.3	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Sanford School Department
 School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	59	9	15	25	42	17	29	8	14	645	203	16	37	31	16	644	13978	13	41	30	16	643
Ethnicity																						
African American/Black	0										2						406	4	26	36	34	633
American Indian or Native Alaskan	1										2						126	4	29	40	28	635
Asian or Pacific Islander	4										5	40	40	0	20	653	208	18	47	23	12	647
Hispanic	1										3						175	5	31	41	23	638
Caucasian/White	53	8	15	23	43	15	28	7	13	645	191	16	38	30	16	644	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	4	25	8	50	4	25	634	46	2	15	46	37	630	2248	3	18	33	46	629
No	43	9	21	21	49	9	21	4	9	649	157	20	44	26	10	648	11730	15	45	30	11	646
Current LEP																						
Yes	5	1	20	2	40	1	20	1	20	647	6	17	50	17	17	649	331	3	22	35	40	631
No	54	8	15	23	43	16	30	7	13	645	197	16	37	31	16	644	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	26	3	12	7	27	9	35	7	27	639	115	11	30	33	25	639	5620	6	33	37	25	637
No	33	6	18	18	55	8	24	1	3	650	88	23	47	27	3	650	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	59	9	15	25	42	17	29	8	14	645	203	16	37	31	16	644	13974	13	41	30	16	643
Gender																						
Female	23	2	9	11	48	5	22	5	22	642	101	14	35	31	21	642	6738	12	40	32	16	642
Male	36	7	19	14	39	12	33	3	8	647	102	19	40	30	11	646	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										21	0	19	48	33	632	1410	3	24	41	32	634
No	56	9	16	25	45	15	27	7	13	646	182	18	40	29	14	645	12568	14	42	29	15	644
Gifted/talented program																						
Yes	3										8	88	13	0	0	670	637	65	32	3	0	665
No	56	6	11	25	45	17	30	8	14	644	195	13	38	32	16	643	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Sanford School Department

School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	17	1	10	4	40	3	30	2	20	641	5	10	40	30	20	641	6	7	32	28	32	636
B. less than one hour	66	7	18	17	44	11	28	4	10	646	62	18	39	28	15	644	59	13	41	30	16	643
C. one to two hours	17	1	10	4	40	3	30	2	20	644	32	15	35	32	17	643	32	14	41	31	14	644
D. more than two hours	0										1	0	0	100	0	635	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	6	27	11	50	4	18	1	5	652	32	34	44	17	5	653	30	27	45	18	9	651
B. good	47	3	11	12	43	10	36	3	11	644	48	10	40	35	14	642	46	9	45	31	15	643
C. fair	12	0	0	2	29	2	29	3	43	633	17	3	26	41	29	635	20	2	29	43	26	635
D. poor	3	0	0	0	0	1	50	1	50	626	4	0	0	38	63	624	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	7	28	10	40	6	24	2	8	650	46	22	46	25	8	648	35	18	42	27	13	646
B. They match some of what I have learned.	48	2	7	14	50	9	32	3	11	644	45	13	32	32	22	641	50	11	43	31	15	643
C. They match just a little of what I have learned.	7	0	0	1	25	1	25	2	50	627	6	8	15	54	23	634	13	8	31	36	26	638
D. There is no match.	2	0	0	0	0	1	100	0	0	640	3	0	33	50	17	639	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	21	1	8	5	42	4	33	2	17	641	24	8	29	43	20	639	32	7	40	34	20	640
B. about the same as my regular schoolwork	57	5	15	15	45	10	30	3	9	646	61	15	42	29	14	644	56	13	42	30	15	644
C. easier than my regular schoolwork	22	3	23	5	38	3	23	2	15	649	14	38	34	14	14	653	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	37	4	18	8	36	7	32	3	14	644	52	15	34	31	19	642	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	59	5	14	17	49	9	26	4	11	646	44	19	43	28	10	647	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	1	50	1	50	630	4	0	13	50	38	630	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	1	33	0	0	1	33	1	33	642	3	14	14	29	43	632	6	8	29	29	34	635
B. 30–45 minutes	15	0	0	3	33	3	33	3	33	635	15	3	33	40	23	637	33	10	37	34	19	641
C. 45–60 minutes	17	3	30	1	10	4	40	2	20	644	30	18	30	33	18	642	45	15	44	29	12	645
D. more than 60 minutes	63	5	14	21	57	9	24	2	5	648	52	19	44	26	10	647	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	22	1	8	7	54	3	23	2	15	644	16	19	47	25	9	647	9	14	35	29	22	641
B. two or three days a week	41	7	29	6	25	8	33	3	13	648	44	20	30	34	16	645	26	15	40	30	16	644
C. two or three times each month	24	1	7	8	57	4	29	1	7	645	27	11	48	28	13	644	31	13	43	30	14	644
D. never or almost never	14	0	0	4	50	2	25	2	25	639	14	11	32	29	29	637	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	41	3	13	7	29	9	38	5	21	641	29	14	37	31	19	642	17	8	35	33	24	639
B. two or three days a week	25	1	7	10	67	3	20	1	7	646	31	13	40	34	13	643	28	13	42	30	15	643
C. two or three times each month	15	2	22	4	44	3	33	0	0	650	20	20	37	29	15	645	31	15	43	30	13	645
D. never or almost never	19	3	27	4	36	2	18	2	18	648	19	23	33	26	18	645	23	14	39	30	17	643
Optional school/SAU question																						
A.	100	0	0	0	0	2	100	0	0	639	29	0	0	100	0	639						
B.	0										14	0	0	0	100	614						
C.	0										14	0	0	0	100	622						
D.	0										43	0	33	67	0	644						

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